

DOBY'S MILL ELEMENTARY

1964 Fort Jackson Road
Lugoff, SC 29078

GRADES	PK-5 Elementary School	
ENROLLMENT	572 Students	
PRINCIPAL	Dr. W. Glenn Huggins	803-438-4055
SUPERINTENDENT	Herbert M. Berg, Ed.D.	803-432-8416
BOARD CHAIR	Dana A. Morris	803-432-4391

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL
REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
15	58	6	1	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	Good	Below Average	No
2004	Good	Below Average	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

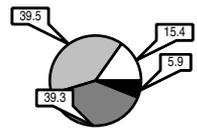
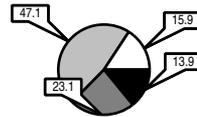
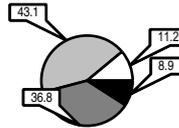
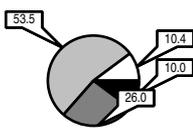
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

68.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Elementary Schools with Students like Ours



Mathematics

English/Language Arts

Mathematics

English/Language Arts

Definition of Critical Terms

- Advanced** Very high score; very well prepared to work at next grade level; exceeded expectations
- Proficient** Well prepared to work at next grade level; met expectations
- Basic** Met standards; minimally prepared, can go to next grade level
- Below Basic** Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 17.6%

All Students	282	100.0	11.2	43.1	36.8	8.9	58.7	Yes	Yes
Gender									
Male	155	100.0	14.2	45.9	35.1	4.7	54.1		
Female	127	100.0	7.4	39.7	38.8	14.0	64.5		
Racial/Ethnic Group									
White	223	100.0	9.4	43.2	37.1	10.3	59.2	Yes	Yes
African-American	51	100.0	16.7	43.8	35.4	4.2	56.3	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	257	100.0	9.0	43.0	38.5	9.4	61.9		
Disabled	25	100.0	32.0	44.0	20.0	4.0	28.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	282	100.0	11.2	43.1	36.8	8.9	58.7		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	280	100.0	10.5	43.4	37.1	9.0	59.2		
Socio-Economic Status									
Subsidized meals	140	100.0	19.1	45.8	30.5	4.6	47.3	Yes	Yes
Full-pay meals	142	100.0	3.6	40.6	42.8	13.0	69.6		

Mathematics - State Performance Objective = 15.5%

All Students	282	100.0	10.4	53.5	26.0	10.0	55.0	Yes	Yes
Gender									
Male	155	100.0	8.8	54.1	23.0	14.2	56.1		
Female	127	100.0	12.4	52.9	29.8	5.0	53.7		
Racial/Ethnic Group									
White	223	100.0	6.6	52.6	29.1	11.7	62.0	Yes	Yes
African-American	51	100.0	22.9	60.4	12.5	4.2	22.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	257	100.0	8.2	54.5	26.2	11.1	55.7		
Disabled	25	100.0	32.0	44.0	24.0	0.0	48.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	282	100.0	10.4	53.5	26.0	10.0	55.0		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	280	100.0	9.7	53.9	26.2	10.1	55.4		
Socio-Economic Status									
Subsidized meals	140	100.0	18.3	54.2	21.4	6.1	42.7	Yes	Yes
Full-pay meals	142	100.0	2.9	52.9	30.4	13.8	66.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>	
English/Language Arts								
2003	Grade 3	90	100.0	22.4	36.5	36.5	4.7	41.2
	Grade 4	105	100.0	11.0	59.0	29.0	1.0	30.0
	Grade 5	96	100.0	17.4	57.0	25.6	N/A	25.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	83	100.0	9.8	25.6	45.1	19.5	64.6
	Grade 4	93	100.0	16.1	40.9	36.6	6.5	43.0
	Grade 5	106	100.0	8.7	58.7	29.8	2.9	32.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>	
Mathematics								
2003	Grade 3	90	100.0	9.4	45.9	29.4	15.3	44.7
	Grade 4	105	100.0	6.0	61.0	19.0	14.0	33.0
	Grade 5	96	100.0	7.0	47.7	31.4	14.0	45.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	83	100.0	9.8	63.4	19.5	7.3	26.8
	Grade 4	93	100.0	16.1	52.7	18.3	12.9	31.2
	Grade 5	106	100.0	4.8	48.1	37.5	9.6	47.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 572)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	4.7%	Up from 2.4%	2.5%	2.7%
Attendance rate	96.6%	Up from 93.9%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		3.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		2.7%	3.5%
Eligible for gifted and talented	24.4%	Up from 22.8%	19.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	1.8%	Down from 3.2%	7.6%	8.2%
Older than usual for grade	0.3%	Up from 0.2%	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 34)				
Teachers with advanced degrees	52.9%	Down from 55.9%	54.5%	51.4%
Continuing contract teachers	91.2%	Down from 94.1%	90.5%	87.5%
Highly qualified teachers**	100.0%	N/A	95.3%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	N/A	N/A	89.4%	86.7%
Teacher attendance rate	92.7%	Down from 95.9%	95.0%	94.9%
Average teacher salary	\$38,943	Down 2.2%	\$41,836	\$40,760
Prof. development days/teacher	17.8 days	Up from 11.4 days	11.4 days	12.4 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	22.9 to 1	Up from 20.8 to 1	19.9 to 1	18.9 to 1
Prime instructional time	85.1%	Down from 87.9%	90.4%	90.0%
Dollars spent per pupil*	\$4,873	N/A	\$5,686	\$6,044
Percent of expenditures for teacher salaries*	64.0%	N/A	66.1%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.8%	Up from 97.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good
* Prior year audited financial data are reported.				
		Our District	State	
Highly qualified teachers in low poverty schools**		94.9%	92.0%	
Highly qualified teachers in high poverty schools**		100.0%	91.1%	
		State Objective	Met State Objective	
Highly qualified teachers in this school**		65.0%	Yes	
Student attendance in this school		95.3%	Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Doby's Mill Elementary School, home of the "Dolphins," proudly serves 640 students. Administrators and a fully-certified staff embrace the challenges of educating our students in a digital world. With eager and positive attitudes, we join together to "Catch the Wave" of excitement where students enjoy a safe, yet inspiring learning environment.

Our school family, believing that educating children is a team effort, sets high standards of excellence for our students and for ourselves. Our school curriculum is completely aligned with the SC Curriculum Standards. Teachers are offered team planning to integrate the latest instructional and technology strategies and assessments in the core subjects. Academic progress is our main goal, and success in school and working cooperatively are emphasized at every grade level and across grade levels.

Among our second year accomplishments are the following: We were selected as a Flagship School of Promise. We continue to enhance the Accelerated Math and Reader programs, a RAPS discipline program, a Character Education program, and school-wide business partnerships. Twenty-five students were initiated into our Jr. Beta Club. Two more teachers received National Board certification. Theresa Johnson was selected Teacher of the Year. Andrea Derrick was selected Reading Teacher of the Year. Our students donated over \$3,300 to Pennies for Patients, and our Student Council led the school in numerous service learning activities.

At DME, we herald technology as a basic skill, just like reading and math. Our first graders take digital photography classes; second graders take a digital video-movie making class; third graders enroll in a computer club; fourth graders compete in Lego Robotics competition; and fifth graders assist with Web page design and compete on the state level. Our "Techno Dolphins" placed second in the Research Presentation division of the first Lego League Tournament.

Our wonderful PTO raised funds for instructional supplies and student rewards. Our dedicated School Improvement Council is continually working on school improvement plans and SACS committees. By working together with all stakeholders, we aim to create a partnership and provide decision-making opportunities in which students reap the rewards of a warm and supportive learning environment.

Dr. W. Glenn Huggins, Principal
Mr. Todd Wood, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	92	50
Percent satisfied with learning environment	97.1%	95.7%	84.0%
Percent satisfied with social and physical environment	100.0%	96.7%	81.6%
Percent satisfied with home-school relations	97.1%	94.6%	60.0%

*Only students at the highest elementary school grade level at this school and their parents were included.